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ABSTRACT

This last in a series of three papers on models for communicating and disseminating career education programs highlights models used in four sectors, i.e., business, labor, industry, and government. Focus is on four levels of dissemination: spread, exchange, choice, and implementation. First, the differences in the networks represented by each of the four sectors are covered. Next, the aforementioned levels of dissemination are covered consecutively and include examples of how business, industry, labor, and government are using each level of dissemination to cover career education. Finally, the paper concludes with suggestions regarding the future of disseminating career education. (EM)

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Communicating Career Education: Business, Industry, Labor and Government Models

Greg Druian

INTRODUCTION

Business, industry, labor and government have a unique stake in promoting career education. Not only do these sectors of society have an interest in the general level of education of young people, they also benefit directly when young people entering the work force are knowledgeable about careers, their own interests and life goals. Seeing that good career education programs promote just these things, many of the producers of goods and services in our society actively support career education and are well-known for the important role they play in local career education programs. But a less well-known yet equally important role is helping peers learn about and use effective career education techniques and materials. This role may be termed *communication/dissemination* and this occasional paper reports on what business, industry, labor and government are doing to encourage their peers to take full advantage of career education.

Although we have attempted to represent fairly the wide spectrum of communication/dissemination activities that are happening, we have not tried to catalog every organization that is involved in career education. The emphasis here is on workable ways and techniques of helping others get the most out of career education.

THE OCCASIONAL PAPER SERIES ON COMMUNICATING CAREER EDUCATION

The Northwest Connection, funded by the U.S. Office of Education, Office of Career Education, is currently studying efforts to communicate and disseminate career education as part of a plan to host a national conference in March 1980 on communicating career education.

The purpose of the Occasional Paper Series is to provide descriptive information and summaries of models of communicating and disseminating career education. For purposes of organization, each of the three papers in the series has a separate focus. The first issue was devoted to national and regional models and the second to state models. This, the third and final issue, features models involving business, industry, labor and government. It is planned that activities at the national conference will be designed to explore further issues derived from the findings reported in the papers.

One other note: the team that worked on these papers would like to offer a word of thanks to readers who wrote and called with expressions of support. It made us feel as if we, too, were playing a role in communicating and disseminating career education.

LEVELS OF DISSEMINATION

Four *levels of dissemination* have been identified by the U.S. Office of Education's Dissemination Advisory Group (DAG). These definitions, which can be used to classify the models under discussion here, are as follows:

Spread:	the *one-way* casting out of knowledge in all its forms: information, products, ideas and materials
Exchange:	the *two-way or multi-way* flow of information, products, ideas and materials as to needs, problems and potential solutions
Choice:	the facilitation of rational consideration and selection among those ideas, materials, outcomes of research and development, effective educational practices and other knowledge that can be used for the improvement of education

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Implementation: the facilitation of adoption, adaptation, installation and utilization of proven practices

Models of communicating and disseminating career education used by business, industry, labor and government may be seen as examples of one or more of the above levels of dissemination.

BUSINESS, INDUSTRY, LABOR AND GOVERNMENT NETWORKS

The four large sectors—business, industry, labor and government—all share certain characteristics of *networks*, or loose confederations of individuals and groups held together by some common interest. However, the networks represented by each sector also show some differences:

- Labor unions may be characterized in many (but by no means all) cases as associations with a strong national organization and close ties to local units.
- Businesses and industries—in the cases of large organizations affecting the entire country—also often display strong centralization with direct ties to more localized units. In these cases it is a relatively straightforward matter to share and disseminate information from the national to the local level.
- Furthermore there are associations of businesses and industries that may be characterized as having a relatively strong national base, but looser ties with local member businesses.
- Related to these associations are private, nonprofit special interest groups and professional organizations. These organizations sometimes comprise networks that act across lines of business, industry, labor and government.
- Finally, the network represented by government is characterized by a very special type of linkage between the central (federal) and local units, especially in the field of education. Traditionally, the local education agency (school district) is accorded legal responsibility for providing schooling for the nation's young. However, as we well know, the influence of the federal government on education has grown enormously in recent decades. This state of affairs has been decried by many and consequently new federal initiatives face—whether deserved or not—the criticism that they represent another instance of erosion of local control. Thus, in the network represented by the government (and this holds true both at the state *and* federal levels), dissemination through the network cannot have either the appearance or the substance of *coercion* or *influence*, but must provide increased and improved options or opportunities at the local level. This fact has interesting consequences for the future of collaboration between business, industry, labor, the government and education in communicating and disseminating career education.

It is necessary to characterize the networks that these four sectors use to communicate/disseminate career education in order to understand better the techniques of communication/dissemination that are being used, since in most cases those techniques are shaped by and adapted to the networks that use them. The remainder of this paper presents examples of how business, industry, labor and government are using each of the DAG levels of dissemination to communicate career education. The paper concludes with remarks and suggestions regarding the future of disseminating career education.

SPREAD

Business, industry, labor and government utilize **Spread** mechanisms to alert local units to the existence of career education programs and opportunities. The Bell System has developed one of the most comprehensive programs that can be found in the world of business for disseminating career education. Utilizing attractive and informative brochures, as in Figure 1 below, schools are made aware of resources that the Bell System has available for career education. A brochure in a question-answer format is designed to provide company personnel with answers to basic questions about career education. The Bell system has also produced films which encourage the business sector to become involved in career education. These mechanisms can stimulate heightened company involvement in local career education programs.

The Chamber of Commerce of the United States, working with representatives of major education associations and other groups with an interest in education, has developed an 18-page booklet called *Career Education*. Synthesizing the viewpoints of leaders in industry, education, labor and the professions, the booklet describes what career education is and why it is needed, while giving the reader a sense of the depth and breadth of the support that exists for career education.

Figure 1: Bell System Career Education Brochures

McDonald's Corporation offers a good example of the way a large corporation uses close contacts with regional and local units to achieve widespread awareness of career education among its employees. Several kinds of career education opportunities are offered by McDonald's, and employees are urged to think about careers and education through the publication *Crewvision*, a booklet which was made available to all stores along with suggestions about how to use it. Career education is also promoted through Action Packs and films designed for classroom use, especially the recently developed Action Pack on Career Exploration. Educators may purchase these curriculum aids at a low price.

70001, Ltd., a private, nonprofit corporation originally associated with the Distributive Education Clubs of America (DECA) and now funded largely by the Department of Labor, utilizes very sophisticated material to promote its awareness efforts. Resembling materials which might be produced by a large business, a corporate report, a national magazine, brochures, public service announcements and an audiovisual presentation all tell the story of how 70001, Ltd. helps disadvantaged youth prepare for careers in private business.

The Industry Education Council of California, like 70001, Ltd., is actively collaborating with national, state and local agencies throughout California to improve the education-work transition for unemployed youth. Programs of many different kinds are supported by the IECC. One program in Oakland, California very effectively uses a newspaper called *Work Out*. As the front page announces, "this newspaper is about jobs." Containing articles aimed at youth, employers, community-based organization (CBO) staff, school staff and community members, including parents, *Work Out* is written in a direct, easy-to-read style. Articles explain such things as what a particular job is like, how to talk to teenagers, services available from women's resource centers, and other pertinent subjects. The format, two sheets of newsprint folded in quarters, allows for inexpensive publication; 30,000 copies of each issue are printed and distributed in the Oakland area.

An approach to **Spread** that is based on peer interaction is one benefit of the Work-Education Councils sponsored by the National Manpower Institute (NMI). Representatives of groups having an interest in improving the education-work transition have formed councils in 14 cities. One of the purposes of these groups is to have information about programs, such as career education, which are useful in easing the transition from school to work. The NMI publishes a newsletter, *The Work-Education Exchange*, that describes activities of the various Councils. Some twenty-one Councils are profiled in a publication, *Work-Education Councils: Profiles of Collaborative Efforts*, published in June 1979.

In general, **Spread** mechanisms used by business, industry, labor and government take advantage of existing networks within each sector. Brochures, newsletters and descriptive booklets or pamphlets and films are the most frequently used techniques. In the case of the NMI, a new network, The Consortium of Work-Education Councils, was consciously created.

EXCHANGE

Activities on this level of dissemination involve a two-way flow of information about career education between a potential user of information and a source of information. In the usual model, the user locates a source, makes a request and receives needed information if it is available. The large-scale information repositories for career education materials have been mostly funded and operated by education-related institutions. However, business, industry, labor and government show some noteworthy models of the **Exchange** level.

One kind of model is exemplified by B'nai B'rith which operates an agency, called B'nai B'rith Career and Counseling Services, devoted to assisting Jewish youth with the choice of and preparation for careers. Services are also offered to adults with vocational adjustment problems. Among the many services that are offered, The Counselor's Information Service, a quarterly annotated bibliography of current literature on educational and vocational guidance, is available at a subscription rate of $14 per year. Furthermore, publications developed by B'nai B'rith Career and Counseling Services are listed in a catalog of publications which is available to the public.

The National Association of Life Underwriters (NALU) offers another example of an **Exchange** model. NALU develops and makes available materials related both to the career of life insurance underwriters and to consumer education. The NALU commitment to education is set forth in a booklet titled *Education: NALU Guidelines* (which also serves as an effective example of **Spread**).

NALU also annually publishes a catalog of educational materials, illustrated in Figure 2 below, which is of great interest because of the care taken in the description of available materials. Each item in the catalog is described in terms of the following:

- medium, e.g., booklet, illustrated booklet, filmstrip, etc.
- content, a description of the subject areas covered in the item
- instructional process, a description of how the item is best used to promote learning
- audience, specifies the age-group for which the item is most appropriate
- availability, explains how to obtain the item and its cost

This attention to specifying the instructional aspects of the materials makes this catalog especially useful to educators. Mention should also be made of the types of materials NALU can make available, which include booklets, sample filmscripts, films, sample speeches, formats for innovative television programming and sample curricula.

In Portland, Oregon, the Institute for Public Affairs Research (IPAR) serves as a clearinghouse that matches needs with available career education resources. Schools desiring assistance with career education contact IPAR which maintains close linkages with the business sector.

McDonald's Corporation provides an example of how a large business might communicate and disseminate

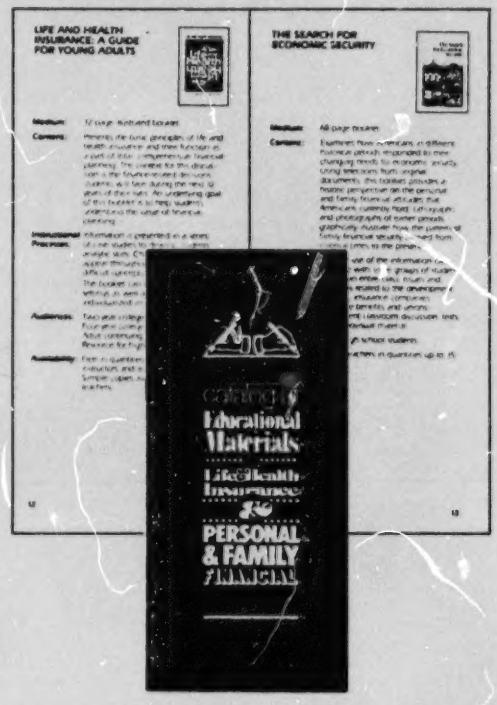

LIFE AND HEALTH INSURANCE: A GUIDE FOR YOUNG ADULTS
THE SEARCH FOR ECONOMIC SECURITY
catalog of
Educational Materials
Life & Health Insurance
PERSONAL & FAMILY

Figure 2: NALU'S Annual Catalog of Educational Materials

career education at the exchange level. In this example, called Programmed Assistance in Career Education (PACE), employees may purchase any of six packets at a cost of two dollars each. Packets contain questionnaires exploring special interests, needs and abilities and completed questionnaires are analyzed by computer. The employee receives a printout containing information matched to his or her special needs.

Like NALU, American Telephone and Telegraph (AT&T), through the Bell System, maintains an extensive library of materials related to careers in the communications industry. However, since the latter offers a much more diverse array of jobs and careers than does the life insurance business, the Bell System materials tend to focus more on awareness of what kinds of jobs are available than on what specific jobs are like. Bell System materials involve an array of formats with emphasis on simulations. Available materials are described on easy-to-read cards which are collected in a pocket folder.

Regional meetings are also a useful mechanism for stimulating exchange of information about career education. An example of this is the series of eight regional conferences held by the American Legion.

Guide to Business, Industry, Labor and Government Models of Communicating Career Education

ORGANIZATION	PROJECT TITLE/CONTACT PERSON	SPREAD			EXCHANGE				CHOICE		IMPLEMENTATION			
		Audiovisual	Brochures Pamphlets	Booklets Newsletters	Annotated Bibliography	Catalog	Materials Center Clearinghouse	Regional Meeting	Indepth Project Profiles	Catalog	Consortium	National Council	State Council	Workshops Conferences
American Legion	**Mr. K. Michael Ayers, *Deputy Director,*** Americanism and Children & Youth Division, The American Legion, P.O. Box 1055, Indianapolis, IN 46206, (317) 635-8411							●						
Bell System	**Mr. Richard W. Arnold, *Manager,*** Educational Relations, American Telephone and Telegraph Company, 195 Broadway, New York, NY 10007, (212) 393-6331	●	●	●			●							
B'nai B'rith	**Dr. S. Norman Feingold, *National Director,*** B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue N.W., Washington, D.C. 20036, (202) 857-6560				●									
Colorado Communities for Business & Education Interaction (CACI/ Project Confidence)	**Mr. Michael S. Byrne, *Executive Director,*** Colorado Association of Commerce and Industry, 1390 Logan Street, Suite 308, Denver, CO 80203, (303) 831-7411												●	
General Electric	**Mr. E.J. Clark, *Manager,*** Educational Communications Programs, Corporate Public Relations Operation, General Electric Company, Fairfield, CT 06431, (203) 373-2211						●							
Industry Education Council of California	**Mr. Henry D. Weiss, *Executive Vice President,*** IECC, 1575 Old Bayshore Highway, Burlingame, CA 94010, (415) 697-4311			●										
Institute for Public Affairs Research	**Mr. Andy Jacobs, *Executive Director,*** IPAR, 516 S.E. Morrison, Portland, OR 97214, (503) 233-6581						●							
McDonald's	**Mrs. Elizabeth Densmore, *Manager of Public Policy,*** McDonald's Corporation, McDonald's Plaza, Oak Brook, IL 60521, (312) 887-6166			●			●							
National Alliance of Business	**Ms. Beverly A. Stanton, *Director,*** High School Programs, NAB, 1015 15th Street N.W., Washington, D.C. 20005, (202) 457-0040											●		
National Association for Industry-Education Cooperation	**Mr. Donald M. Clark, *President,*** NAIEC, 235 Hendricks Blvd., Buffalo, NY 14226, (716) 846-4191						●					●		●
National Association of Life Underwriters	**Mr. John W. Galloway, *Director of Education and Consumer Affairs,*** NALU, 1922 F Street N.W., Washington, D.C. 20006, (202) 331-6031					●	●			●				
National Association of Private Industry Councils	**Ms. Millicent W. Woods, *Executive Director,*** NAPIC, 218 North Lee Street, Suite 302, Alexandria, VA 22314, (703) 836-3301											●		
National Manpower Institute	**Mr. Richard A. Ungerer, *Director,*** Center for Education and Work, National Manpower Institute, Suite 301, 1211 Connecticut Avenue N.W., Washington, D.C. 20036, (202) 466-4420			●						●				●
National School Volunteer Program	**Mr. John W. Alden, *Executive Director,*** National School Volunteer Program, 300 N. Washington Street, Arlington, VA 23314, (703) 836-4880								●					
Project Lancelot	**Dr. Alan B. Moore, *Development Consultant,*** Southwest Iowa Learning Resources Center, 401 Reed Street, Red Oak, IA 51566 (712) 623-4[illegible]			●									●	
70001, Ltd.	**Mr. Jerry Sapienza, *Director,*** Public Information, 70001, Ltd., University Office Plaza, Chopin Building, Suite 201, Newark, DE 19702, (302) 731-0750	●	●	●										
U.S. Chamber of Commerce	**Ms. Madeleine Hemmings, *Associate Director,*** Chamber of Commerce of the U.S., 1615 H Street N.W., Washington, D.C. 20062, (202) 659-6000			●										

CHOICE

The level of **Choice** is one that has only recently been identified and studied carefully. In the past, communication/dissemination of educational alternatives took place either to influence the user to adopt the alternative (convincing the user that a given material was the best thing since the carbonated soft drink) or to assist with the installation of an alternative that the user had already chosen. For many reasons which needn't be gone into here, it gradually became apparent to many educators that a most important factor in dissemination was whether the user got enough information about an alternative to assure a good decision about whether or not to adopt it. The theory behind this—admittedly oversimplified—is that the most positive educational benefits will result when the user knows what a program is trying to do, why, how, who it is designed for, the costs, how it has been developed and put together, how it is maintained, and what the requirements of the instructor are. As described in Occasional Paper #1, models of **Choice** have focused on developing materials that facilitate a user decision based on rational factors such as those mentioned above.

An example of a document that can help facilitate good choices is the National School Volunteer Program's *A Collection of Profiles of Successful Partnerships between Business and Education*. Among their findings, it is of interest to note the following elements which are apparently basic to successful programs:

- An informed school staff, committed to improved and expanded career planning
- An involved business community that is willing to share its knowledge and expertise
- A program that is designed to bridge the differences in orientation and objectives between the two

The profiles will be collected in a book to be titled *Partners for the 80s: Business and Education*. Each profile contains, in addition to basic information, a discussion of key points in the successful implementation of the program. This should be of assistance to the practitioner both in choosing whether the program is appropriate and in actually installing it.

The NALU catalog described above also is an example of the **Choice** level. By describing the material in terms both of instructional content and process, the catalog helps the potential user learn more about the product than most simple one-paragraph annotations or listings of titles allow.

In general, however, business, industry, labor and government models offer few examples of **Choice**. This observation is not intended in any way to diminish the other achievements of these groups; it is possible that **Choice** is not an appropriate level of dissemination for these groups. However in the case of companies and organizations which utilize educational representatives serving specified regions, such as the Bell System, materials helping these representatives choose the best available alternatives may be needed. Such materials, for example guidebooks or indepth catalogs, could also be used to assist potential clients with the selection of appropriate career education programs and products.

IMPLEMENTATION

The level of **Implementation** is the level where business, industry, labor and government are being most innovative, especially in the area of collaboration with school districts and with one another.

An important mechanism for fostering collaboration is the use of peer-interactive networks. A good example of this is the consortium of NMI-sponsored Work-Education Councils. These Councils play an extremely important role in facilitating exchange of information among institutions and agencies concerned with easing the transition of youth from education to work. Work-Education Councils maintain contact with one another through the consortium arrangement and also have been active on a statewide basis in California and New York. While Councils have not been involved in program operation, they have been instrumental in creating conditions under which programs can operate successfully.

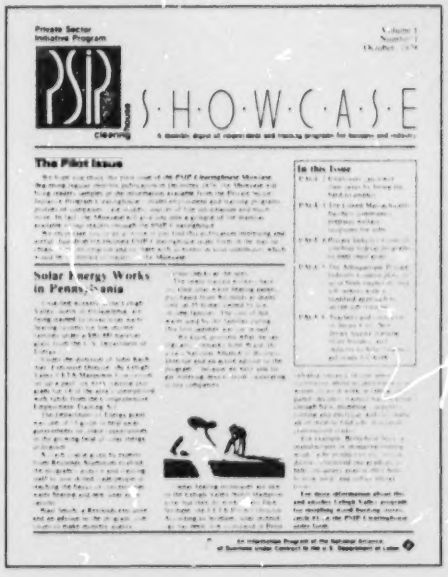
Another example of a network of people communicating about career education is the National Association for Industry-Education Cooperation (NAIEC). This group is an association of people from business, education, labor and government with the purpose of promoting cooperation, identifying areas of mutual interest and communicating about cooperative projects.

Through its support of Industry-Education Councils, NAIEC helps define research needs, provides materials and offers advice on cooperative projects. NAIEC also sponsors community resource workshops designed to lead to an understanding of how community resources can be used in the classroom. In addition, NAIEC is developing a job placement program that schools can use with students immediately entering the job market.

The National Alliance of Business (NAB) promotes

career education by actively involving its membership in the projects it operates. Largely staffed by persons on loan from the corporations they work for, NAB is a partnership of business, labor, education and government aimed at finding ways to secure employment for disadvantaged youth and adults. By recruiting short-term involvement from business and corporations, NAB is able to put people in touch with career education who will then rotate back to the private sector, making way for new involvement.

Currently, NAB is active in the **Implementation** of the new CETA Title VII Private Sector Initiative Program (PSIP). NAB local offices in cooperation with other local groups, have taken the lead in the organization of Private Industry Councils (PICs), being organized by each prime sponsor to guide planning for carrying out PSIP. NAB also operates a PSIP clearinghouse that disseminates program descriptions and up-to-date information through a newsletter, *Showcase* (see Figure 3 below).


Private Sector Initiative Program

PSIP Clearinghouse

S·H·O·W·C·A·S·E

The Pilot Issue

In this Issue

Solar Energy Works in Pennsylvania

Figure 3: National Alliance of Business Newsletter

A spin-off of PSIP is the newly-formed National Association of Private Industry Councils (NAPIC), which is attempting to establish a national network of persons involved in PSIP. The purpose of NAPIC is to assist Council members and employers participating in the program exchange information and relay emerging issues, problems and experiences to CETA decision makers.

At the state level, the Industry Education Council of California has been very successful in providing assistance with identifying problems jointly perceived by state and local leaders, and then developing a plan of action that state and local leaders can implement in a collaborative fashion.

Another form of collaboration, this time between local education agencies (LEAs) and CETA prime sponsors, is mandated in the 1978 CETA amendments. According to law, at least 22 percent of each prime sponsor's allocation under the Youth Employment and Training Programs (CETA, Title IV, Subpart C) must be spent on inschool youth under the terms of a signed agreement negotiated between the prime sponsor and one or more school districts. Funds not spent under the terms of such an agreement must be returned to the Department of Labor. Through the mechanism of these agreements, the federal government is taking a decisive step in trying to establish linkages between school and work. Such linkages are hypothesized as central to solving the problem of youth unemployment.

Collaboration that focuses on involving people from business and the world of work in career education is the thrust of a project in Colorado called Project Confidence, conducted by the Colorado Association for Commerce and Industry (CACI). With impetus from a statewide task force and supported by a systematic action-planning process, local chambers of commerce and school districts are stimulated to convene key community leaders and educators for the purpose of exploring career education options. This process has enjoyed considerable success in Colorado, with some 34 communities now supporting business and education collaborative efforts.

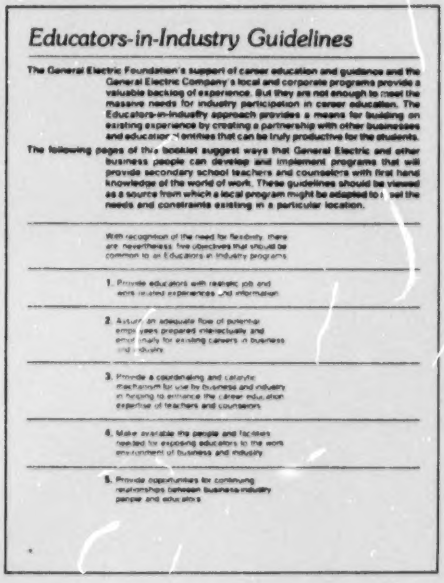
Another collaborative effort is Project Lancelot (Labor and Career Educators Locating Options Together), funded by the U.S. Office of Career Education. This project, conducted in Iowa, is aimed at helping labor resource people, teachers and counseiors for career education. Participants developed a model for simulated work as a strategy for teaching career exploration. Among the products of Project Lancelot is an illustrated booklet describing options for ways labor and education can collaborate in offering career education opportunities.

A good example of the **Implementation** level in industry is provided by General Electric. GE uses fellowships, inservice programs, career education communications programs and the concept of Educators-in-Industry to promote the practice of career education. Fellowships are awarded to school counselors and to teams of counselors, teachers and school district administrators to allow these people opportuni-

ties to become familiar with the work GE employees do. Participants are stimulated to develop district-wide programs when they return to their schools.

GE also sponsors seminars for teams of secondary school teachers, planned and implemented by college faculty working with business and industry representatives. These seminars allow teachers to earn credit while also learning about career education.

Career guidance materials for students, counselors and teachers are also available. The Educators-in-Industry concept is presented in an attractively designed handbook (see Figure 4 below) that contains guidelines that could be used by anyone in business or industry interested in creating effective business-industry education partnerships. The figure below is an excerpt from this booklet.



Educators-in-Industry Guidelines

The General Electric Foundation's support of career education and guidance and the General Electric Company's local and corporate programs provide a valuable backlog of experience. But they are not enough to meet the massive needs for industry participation in career education. The Educators-in-Industry approach provides a means for building on existing experience by creating a partnership with other businesses and education entities that can be truly productive for the students.

The following pages of this booklet suggest ways that General Electric and other business people can develop and implement programs that will provide secondary school teachers and counselors with first hand knowledge of the world of work. These guidelines should be viewed as a source from which a local program might be adapted to meet the needs and constraints existing in a particular location.

With recognition of the need for flexibility, there are nevertheless five objectives that should be common to all Educators-in-Industry programs.

1. Provide educators with realistic job and work related experiences and information.
2. Assure an adequate flow of potential employees prepared interactively and employ ready for existing careers in business and industry.
3. Provide a coordinating and catalytic mechanism for use by business and industry in helping to enhance the career education expertise of teachers and counselors.
4. Make available the people and facilities needed for exposing educators to the work environment of business and industry.
5. Provide opportunities for continuing relationships between business-industry people and educators.

Figure 4: Excerpt from General Electric's Educators-in-Industry Handbook

Finally, the National Urban Coalition (NUC) maintains a network of some 33 affiliates in urban centers across the country. These affiliates serve in a subcontracting role as well as in a role of reviewing plans, materials and products developed in projects run by the Coalition. An example of a project involving the dissemination of career education is the Alternative Volunteer Program being operated at the local level by NUC affiliates in Chicago, Houston, Oakland and Wilmington. In this project 100 economically disadvantaged youth in each site will receive counseling services from business and peer volunteers. The focus of these services is to help youth select experiences that can best help them increase their employability.

CONCLUSIONS

Throughout this Occasional Paper Series, mention has been made of the relatively small number of dissemination mechanisms operating on the level of choice. The options that do exist are for the most part sponsored by the federal government.

With the development of powerful models of collaboration between the community on the one hand (represented by business, industry, labor and government) and education on the other hand, there is a need to develop methods that facilitate choice on the part of action groups and councils representing business, education, industry, labor and government. Much has been learned about methods of peer interaction to promote the use of career education, but what most peer interaction strategies have tended to ignore is helping the client make effective choices.

One attempt to deal with this issue took place in the Northwest Connection. A portion of consultant training was devoted to learning a process of team planning for use with a representative community group. This process put the consultant in the role of facilitator offering a systematic plan to help the group make critical choices about career education priorities and about ways of meeting those priorities. Perhaps because establishing such a group requires substantial groundwork, not many consultants have had an opportunity to use the process. Consultants have instead put efforts into assisting clients to become aware of materials and to use already chosen ones.

With the large number of excellent career education models and with the growing number of people who see how career education can meet a diverse number of needs, it is time not merely to make programs available. It is time to help users make the soundest choices possible.

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